

Cambian Spring Hill School

Principal: Samantha Campbell

Relationships and Sex Education Policy

Approved by: Samantha Campbell **Date:** March 2020

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1. Introduction

Spring Hill School assumes responsibility for ensuring that comprehensive policies and procedures are in place to deliver effective Relationships and Sex Education (RSE) to its students. This ensures that young people are equipped with the knowledge and skills they need to navigate relationships and make informed decisions about their sexual health.

The policy reflects the UK Department for Education (DfE) guidance on RSE and is designed to prepare students for adulthood by providing them with responsible and relevant education. The policy has been developed in consultation with staff, parents, and students, and is regularly reviewed to ensure that it remains relevant and effective.

The intended outcomes of the RSE programme are for students to know and understand a variety of relationships, develop an understanding of their rights and responsibilities within relationships and develop key communication and decision-making skills. The programme also aims to help students navigate the process of growing up and the changes that they and others will experience.

At our school, we understand the value of collaborating with parents and carers to provide them with accurate and relevant information about their child's learning experience, including Relationships and Sex Education (RSE). We believe that open communication and a positive partnership between families and our school community are essential in supporting our pupils' development and wellbeing.

2. Purpose

The purpose of a whole school Relationships and Sex Education policy is to:

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

As a school which values personal development in our children and young people, we ensure our RSE is up to date and regularly evaluated. It is accessible to all stakeholders on the school website or by request.

This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

3. Aims

The aims of Relationships and Sex Education (RSE) at Spring Hill school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The aims above are in line with our Spring Hill **SPIRIT**. These are the core values that underpin a future where our students are fully included and respected in society: **S**elf-Growth, **P**atience, **I**nclusion, **R**espect, **I**nterconnected and **T**rustworthiness.

4. Statutory requirements

Primary:

In primary, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Spring Hill, we teach RSE as set out in this policy.

Secondary:

In secondary, we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Spring Hill School, we teach RSE as set out in this policy.

5. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

6. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

7. Curriculum

Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, considering the age, developmental stage, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum overview in Appendix 1.

8. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, such as:

- The Reproductive System – Male and Female
- The Menstrual Cycle
- Contraception – hormonal and non-hormonal
- Sexually Transmitted Infections (e.g., HIV/AIDS)

Some aspects of RSE are also included in religious education (RE).

Students will also receive stand-alone sex education sessions delivered by a trained health professional and highly bespoke intervention will be developed by our clinical team in order to ensure those students who require it are appropriately supported.

Primary:

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

Secondary:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Safe and Effective Practice:

Teachers will establish a safe learning environment by agreeing ground rules with the class before each lesson starts. "Difficult" questions from students will be dealt with in class if appropriate or privately with the student in a secure environment.

Any safeguarding concerns will be immediately brought to the attention of the Designated Safeguarding Lead and/or Deputy Designated Safeguarding Lead, which will be addressed in line with the school safeguarding policy and procedures.

A question box will be provided so that pupils can have the option to write down their questions and receive an answer on a one-to-one basis rather than in front of the class. Distancing techniques will be employed using fictional characters and scenarios rather than discussing their own lives and experiences.

At Spring Hill School, we understand that many of our pupils face unique challenges in making positive relationships due to their autism and additional needs. We recognise that puberty, relationships and sex can be particularly sensitive topics for our pupils, and as such, we take a personalised approach to support their needs.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet, as well as helping children understand the difference between safe and abusive relationships and equipping them with the skills to get help if they need it.

At Spring Hill, we ensure these requirements are met through; staff training and awareness, daily support in school to pupils, parents/carers and staff, and liaison with external agencies.

Confidentiality and Safeguarding Advice to Students:

Staff will follow school's policy with regard to confidentiality. Students should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff. A member of staff cannot promise confidentiality if concerns exist.

Given the sensitive issues raised in RSE lessons, PSHE and RSE teachers should take the following actions at the start of a topic:

- a) Let the students know what will be discussed in the upcoming lessons in advance
- b) Remind students at the beginning of each topic about how to report a safeguarding concern about themselves or another young person.

The advice is as follows: This topic covers [.....] and our discussion may raise some worries for you in relation to your own safety or that of another person. If this is the case, you should tell a member of staff as soon as you can. This can be me, your tutor, or a Learning Support Assistant. When you tell them, they will need to tell the Designated Safeguarding Lead and/or Deputy Designated Safeguarding Lead. This person will be able to support you and offer appropriate advice, which may include sources of support outside of school.

7.1 Inclusivity

We strive to ensure that our curriculum is inclusive and accessible to all students, regardless of their abilities. The PSHE Co-ordinator will support staff to ensure lessons are differentiated and use a variety of teaching strategies. We understand that each student is different and requires an individualised approach to their learning, and we take this into account in our RSE programme.

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all pupils' experiences

We believe that by providing a range of teaching strategies, we can help all our students to engage with the material and develop the knowledge and skills needed to form positive relationships. Our aim is to create a safe and supportive environment where all our pupils can feel comfortable asking questions and discussing sensitive topics with their teachers and peers.

7.2 Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. Use of External Organisations and Materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

9. Roles and Responsibilities:

9.1 The Governing Board

The governing board will approve the RSE policy, and hold the Principal to account for its implementation.

9.2 The Vice Principal

The Vice Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

9.3 Staff

Our PSHE Co-ordinator will be responsible for leading the way in delivering this important curriculum including the planning, coherency, and delivery of relevant topics. Subject teachers and Form Tutors will also play a key role in providing support to our students throughout their learning journey.

Staff do not have the right to opt out of teaching RSE and if concerns arise about teaching RSE, staff are encouraged to discuss this with the Vice Principal.

9.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10. Parents' right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will plan to provide the child with sex education during one of those terms.

The PSHE Co-Ordinator will share the RSE and PSHE curriculum coverage with parents for the upcoming year. At least one month prior to the teaching of sex education topics, parents will need to contact the School in writing if they wish to exercise their right to withdraw their child (Appendix. 3). As per DfE advice in Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) the Principal will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This conversation will cover the benefits of receiving this important education and any detrimental effects that withdrawal may have on the child, which could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of the coverage in RSE classes, rather than the teaching that took place. Once those discussions have taken place, except in exceptional circumstances, the School will respect the parents' request to withdraw the child. A record of the discussion and outcome will be kept by the School in the students Case File. If a Student is excused from sex education, the School will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

11. Training

Staff are trained on the delivery of RSE and meet on a regular basis with the PSHE Co-ordinator during accountability meetings.

The Vice Principal and PSHE Co-ordinator will also invite visiting speakers and support agencies in to school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

At Spring Hill School, we are committed to providing our students with the best possible education, including comprehensive and up-to-date relationship and sex education (RSE). As part of our ongoing effort to meet the needs of our students and ensure that our RSE curriculum is relevant and tailored to their personal development, we review our policy and curriculum annually.

We understand the importance of monitoring and reviewing our RSE provision regularly to ensure that it is effective and meets the needs of our students.

The delivery of RSE is monitored by the Vice Principal and PSHE Co-ordinator through the Quality Assurance programme. To achieve this, we use a range of methods, including feedback from students and other stakeholders, feedback from staff, classroom observations, curriculum mapping, student voice via the student council and questionnaires, scheme of work, planning scrutiny, book scrutiny and evidence of learning.

We believe that our RSE provision should be a collaborative effort, involving input from students, parents, and staff and we welcome any feedback or suggestions that can help us improve our RSE curriculum. We will inform parents of any revisions to the school policy or relationship and sex education curriculum, and we encourage open and honest communication between all stakeholders.

Students' development in RSE is monitored by class teachers through a range of assessment for learning opportunities, which are built into the daily routine. We will use a variety of teaching methods and interactive activities such as discussion, role play, drama and work-based evidence to deliver the lessons.

PSHE: Curriculum Overview

Core topics as recommended by PSHE Association PoS Guidelines		Autumn HT1 Health and Wellbeing	Autumn HT2 Relationships	Spring HT3 Living in the Wider World	Spring HT4 Health and Wellbeing	Summer HT5 Relationships	Summer HT6 Living in the Wider World
Primary KS2	Y5	<ol style="list-style-type: none"> 1. Understanding Emotions 2. Feelings, Emotions and Vocabulary 3. Mental Health and Signs of Illness 4. Physical Health and Signs of Illness 	<ol style="list-style-type: none"> 1. Helping out with Babies 2. Self-Esteem and Self-Worth 3. Online Behaviour and Risks 4. Stranger Danger 	<ol style="list-style-type: none"> 1. Success and Achievement 2. Independence and Responsibility 3. Courtesy and Manners 4. Change, Grief and Loss 	<ol style="list-style-type: none"> 1. Health Habits 2. Sleep Hygiene 3. Medicines and Household Safety 4. First Aid 	<ol style="list-style-type: none"> 1. Behaviour and Respect 2. Friendships 3. Peer Pressure 4. Loving, Stable Families 	<ol style="list-style-type: none"> 1. Internet and Screen Time 2. Age Restrictions 3. Fake News 4. Fireworks and Bonfires
	Y6	<ol style="list-style-type: none"> 1. Health Living Intro 2. Living a Healthy, Active Life 3. Dental Hygiene 4. Germs, Bacteria, and Viruses 	<ol style="list-style-type: none"> 1. Positive Relationships Intro 2. Disagreeing Respectfully 3. Love and Abuse 4. Online Relationships: Online Gaming 	<ol style="list-style-type: none"> 1. Asking for Health and Advice 2. Diversity and Celebrating Difference 3. Social Media 4. Online Privacy and my Data 	<ol style="list-style-type: none"> 1. Mental Health Intro 2. Girl's Puberty 3. Boy's Puberty 4. Hormones and Emotions 	<ol style="list-style-type: none"> 1. Bullying Intro 2. Bullying or Teasing? 3. Consent 4. Human Reproduction - Sex 	<ol style="list-style-type: none"> 1. What is money and how did it evolve? 2. Different Attitudes about Money 3. Keeping Safe 4. New Schools and Classes: Transitions (If relevant).
Secondary KS3	Y7	<ol style="list-style-type: none"> 1. Mental Health Intro - Depression 2. Healthy Living - Benefits of Exercise 3. How can we manage 	<ol style="list-style-type: none"> 1. Keeping Safe 2. Bullying or Banter? 3. Cyber Bullying 	<ol style="list-style-type: none"> 1. How does Self-esteem help us achieve? 2. Being a resilient student 3. Social Media - Safe 	<ol style="list-style-type: none"> 1. Periods - What happens, when and why? 2. Puberty - What happens, when and why? 	<ol style="list-style-type: none"> 1. Personal Identity - British Values 2. What is Radicalisation and Extremism? 	<ol style="list-style-type: none"> 1. What are different financial products for? 2. What are different financial transactions? 3. How can we budget our

		<p>anger?</p> <p>4. What do we mean by a healthy lifestyle?</p>	<p>4. Family Relationships</p>	<p>and Private</p> <p>4. Prejudice and Discrimination - Racism</p>	<p>3. What is FGM and why is it dangerous?</p> <p>4. The dangers of Smoking</p>	<p>3. Keeping good friendships</p> <p>4. Keeping safe and positive relationships</p>	<p>money?</p> <p>4. Creating a personal budget plan</p>
Y8	<p>1. Emotional Literacy - Why is self-awareness and sensitivity important?</p> <p>2. Managing my Behaviour to Achieve</p> <p>3. Self-Confidence and Goals</p> <p>4. What is Mindfulness?</p>	<p>1. Safe Sex - Consent</p> <p>2. Safe Sex - Contraception and STIs</p> <p>3. Safe Sex - The Dangers of Pornography</p> <p>4. Safe Sex - Sexting and the Dangers of Sharing Images</p>	<p>1. Discrimination, Teens and the Media - How is the media prejudice towards teenagers and what impact could this have?</p> <p>2. Homophobia</p> <p>3. Internet Safety - Online Grooming</p> <p>4. Prejudice and Stereotypes - How are disabled people portrayed in the media?</p>	<p>1. Cancer Awareness</p> <p>2. Personal Safety and First Aid</p> <p>3. Teen Pregnancy - What issues do young parents face?</p> <p>4. Vaping, Nicotine and Addiction</p>	<p>1. Radicalisation and Extremism - How can we prevent it?</p> <p>2. How do extreme leaders attract converts?</p> <p>3. Cults, Religions and their Leaders</p> <p>4. Extreme Groups</p>	<p>1. Careers Focus - Communication Skills</p> <p>2. Careers Focus - Teamwork Skills</p> <p>3. Finance - Income and Expenditure</p> <p>4. Finance - Income Tax and National Insurance</p>	
Y9	<p>1. Mental Health - How can we cope successfully with stress?</p> <p>2. How can we manage anxiety?</p>	<p>1. How can we keep good mental health and body image?</p> <p>2. Body Image, Media and Eating Disorders</p>	<p>1. Knife Crime - How does it impact our lives?</p> <p>2. How does the law treat young offenders?</p>	<p>1. Alcohol Awareness</p> <p>2. Drugs and the Law</p> <p>3. Responsible Health Choices - Vaccinations, blood</p>	<p>1. Child Sexual Exploitation</p> <p>2. Immigration: The UK and Diverse Communities</p>	<p>1. How can I avoid debt?</p> <p>2. Money Management: Navigating Financial Institutions</p> <p>3. Self-Discipline to</p>	

		<ul style="list-style-type: none"> 3. Acid Attacks 4. Self-Harm 	<ul style="list-style-type: none"> 3. Domestic Violence and Abusive Relationships 4. How can we deal with peer pressure? 	<ul style="list-style-type: none"> 3. Human Trafficking and Modern Slavery 4. What is Genocide? 	<ul style="list-style-type: none"> and organ donation, Stem cells and hygiene 4. Human Rights Focus - Why can't some children gain an education? 	<ul style="list-style-type: none"> 3. British Community, Religion and Culture 4. Who are the LGBT Community? 	<ul style="list-style-type: none"> Achieve 4. Sustainability
KS4	Y10	<ul style="list-style-type: none"> 1. Managing tough times: Change, Grief and Bereavement 2. Suicide 3. Screen Time - How much is too much? 4. Social Media and Self-Esteem 	<ul style="list-style-type: none"> 1. Conflict Management 2. Forced and Arranged Marriages 3. Harassment and Stalking 4. Revenge Porn 	<ul style="list-style-type: none"> 1. The Right Career for Me 2. What are employers looking for in CV's? 3. Rights and Responsibilities in the Workplace 4. Why do we need an International Women's Day? 	<ul style="list-style-type: none"> Living Responsibly 1. Homelessness 2. Hate Crime 3. Tattoos and Piercings 4. How harmful is 'Binge' drinking? 	<ul style="list-style-type: none"> 1. Same Sex Relationships 2. Gender and Trans Identity 3. Community Cohesion 4. Sexism 	<ul style="list-style-type: none"> 1. Anti-Social Behaviour 2. County Lines 3. Money Laundering 4. Overt and Covert Racism
	Y11	<ul style="list-style-type: none"> 1. Why is PSHE so important? 2. Fertility and Reproductive Health 3. Digital Footprints 4. The Importance of Sleep 	<ul style="list-style-type: none"> 1. What is good sex? 2. Consent, Rape and Sexual Abuse 3. Safe Sex and Chem Sex 4. Relationship Breakups 	<ul style="list-style-type: none"> 1. Applying to College and University 2. GCSE Revision and Study Skills 3. How to prepare for a job interview 4. Independent Living 	<ul style="list-style-type: none"> 5. First Aid - CPR 6. Gambling and Online Gaming 7. Obesity and Body Positivity 8. Why do we take risks? 	<ul style="list-style-type: none"> 1. Happiness and Positivity 2. Types of Relationships 3. Bullying - Body Shaming 	<ul style="list-style-type: none"> 1. Cyber Crime and Online Fraud 2. Internet Safety: The Dark Web 3. Extremism 4. Multiculturalism

Primary

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Secondary

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none">• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship• Practical steps they can take in a range of different contexts to improve or support respectful relationships• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control• What constitutes sexual harassment and sexual violence and why these are always unacceptable• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	